

WESTERN WASHINGTON UNIVERSITY

	1996-99 Baseline	2000-01 Performance	2001-02 Performance	2001-03 Target	Target met?	Does 2001-02 performance exceed baseline?
Common Measures						
<u>Graduation Efficiency Index</u>						
Freshmen	86.6	87.7	86.9	87.0	no	yes
Transfers	80.5	79.9	79.5	82.0	no	no
Undergraduate Retention (overall)	85.5%	86.5%	88.4%	86.0%	yes	yes
5-year Freshman Graduation Rate	54.0%	54.3%	54.5%	54.0%	yes	yes
Institution-Specific Measures						
Undergraduate Retention (frosh to soph.)	80.3%	79.4%	81.1%	82.0%	no	yes
5-year Minority Graduation Rate	38.4%	46.4%	41.1%	39.0%	yes	yes
Transfers graduating with a B.S. in science (grad efficiency)	71.3	69.8	70.7	74.0	no	no
<u>Faculty Productivity</u>						
Individualized Credits/FTE Student	1.43	1.61	1.64	1.50	yes	yes
Student Credit Hrs/Undergrad FTE Writing Courses	2.10	unavailable	unavailable	2.25	unknown	unknown
Hours Scheduled in Computer Labs	22.4	21.4	22.8	25.0	no	yes
Departments Adopting Advising Model	0.0%	64.3%	78.0%	75.0%	yes	yes

DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES

Undergraduate Retention (freshman to sophomore): Measures the percentage of freshmen returning for their second year.

Five-Year Minority Graduation Rate: The percentage of minority students who graduate within five years.

Transfers Graduating with a B.S. in Science: Graduation efficiency for transfer students who earn a bachelor's degree in Science.

Individualized Credit/FTE Student: Measures the number of credits generated per FTE student through individual instructional activities, including internships, work on faculty research projects, and other one-on-one activities.

SCH/Undergraduate FTE in Writing Courses: Student credit hours per undergraduate FTE in courses designated as principally or specifically writing based.

Hours Scheduled in Computer Labs: Measures the number of student hours scheduled in university or departmental computer labs per FTE undergraduate.

Departments Adopting Advising Model: Measures the proportion of Western's academic departments that have fully implemented all elements of Western's Departmental Advising Model. Components: (a) A clearly defined departmental advising program, with advisor, location, hours, etc., easily accessible and known; (b) a departmental advising Web page fully operational, based on the established template and criteria; (c) provision of an individualized, written plan of study to each student upon declaration of the major; (d) sponsorship of at least one event annually to help pre-majors decide on a major; and (e) sponsorship of at least one event annually to help advanced majors in the department explore career and graduate school options.

¹ Data for Student Credit Hours/Undergraduate FTE Writing Courses was not available at the time this report was written but will be added as soon as it becomes available.